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Abstract

The Texas Small Schools Prcject is described and efforts to improve education in small schools are presented in this dccument. Varicus innovative activities implemented are discussed. These activities include: a summer wcrkshcp, seminars fcr talented youth, health career days, and a student testing program. Instructicnal activities ccnsidered are: multiple classes, supervised correspondence courses, nongraded elementary classes, flexible scheduling, team teaching, team learning, and student science demcnstratcrs. A discussicn of the history and organizaticn cf the Small Schools Prcject offers infcrmation on background, regicnal organization and alignment, small schccls prcject staff, and membership requirements. Superintendent's year-end self-evaluations are utilized tc pcint cut strengths and weaknesses found in small schocls and future plans and recommendaticns. (SW)

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TEXAS SMALL SCHOOLS PROJECT TODAY

Originally organized as the result of a cooperative venture by the Texas Small Schools Association and the Texas Education Agency, the Texas Small Schools Project is a tangible extension of the philosophy that small schools possess great potential, encourage personal involvement which verges on the sought after one-to-one relationship, and can provide a model environment for discovery and learning.

The Texas Small Schools Project supports the belief that small schools provide excellent educational opportunities for their students when a voluntary self-improvement program includes:

- Cooperative effort;
- Shared ideas;
- Progressive thinking;
- Innovative action;
- Periodic self evaluation.

Implementation of a program stressing the positive aspects of the small schools and minimizing areas of weakness is the primary concern of the Small Schools Project staff and the member schools. The continued vitality of this program, however, depends on strong leadership, both on the local and statewide levels.

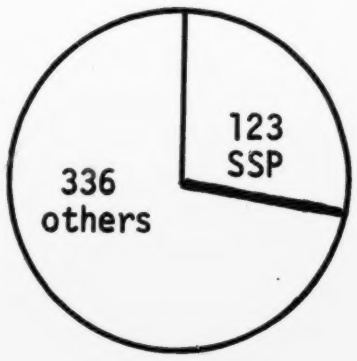
An expenditure of enthusiasm, effort, cooperation, time, and money yields an effective program characterized by steady growth, expanded activities, and increasing objectivity. As teachers and administrators expand the areas of their interaction with the professional educational community throughout the state, as

competencies grow and professional pride increases, the total environment of school and community profit.

Areas of positive interaction include those on the local, regional, and statewide levels coordinated through many facets of communication: in-service training, consultants, travel, "sharing sessions", publications, Talented Youth Seminars, the Summer Workshop, and the Education Service Centers.

During the year 1967-68 the Texas Small Schools Project officially involved 123 schools and several associate members in active participation. This figure reflects the addition of all new members and the loss of 3 schools by annexation and 1 by fire.

Small Schools Project schools represent slightly more than 25% of the small 12 grade schools in the state and are responsible for the education of 30,284 students.



Total: 459 12-grade schools with less than 500 ADA.

1967-68

Although rural in location, and therefore separated from the city, the small school need not be isolated. Because many of the students of the small schools will gravitate to the city, their education must not limit them to a rural environment, but must also enable them to use and enjoy the city's potential.

The Texas Small Schools Project member schools are helping to induct students into society as a whole: trips are taken, materials and visitors are imported. Through increased involvement, the students of the Texas Small Schools Project schools can know the best of both worlds.

ACTION PROGRAMS

An appraisal of the small school has resulted in the implementation of various innovative activities.

Some effective programs which were initiated in 1960 continue to be used. New programs are added in an effort to increase the effectiveness of the teaching-learning process.

THE SUMMER WORKSHOP

Climaxing the Small Schools Project activities of the year is the annual week-long workshop held at the University of Texas. The Workshop, jointly sponsored by the Texas Small Schools Association, the Texas Education Agency, and the University of Texas, is the Project's greatest single effort to upgrade the professional competencies of administrators and staffs. Each project school is expected to have faculty representatives at the Workshop. Representatives from 116 Project schools were in attendance in 1968.

The theme of the 1968 Workshop was "Teaching ... Imagination Unlimited." It embraced the following objectives:

1. To encourage thoughtful analysis of crucial issues confronting small schools;

2. To provide information about available resources, practical teaching techniques, and current curriculum materials;

3. To offer opportunities for interaction among educators in solving common problems.

The Workshop is organized around two types of participation: the Interest Group and the Administrator's Buzz Session.

Interest Group Sessions provide day long exchanges between group leaders and teachers from the various schools. The 1968 Workshop had 22 such Interest Groups, some organized along grade level lines for elementary teachers, and others organized by subject matter for secondary teachers. Special Interest Groups were conducted for elementary mathematics, local production techniques, nongraded elementary, projected materials, school nurses, and teacher aides.

The Interest Groups met eleven times for periods of 90 minutes each. Knowledgeable and experienced group leaders were selected from various public schools and colleges of Texas, the Texas Education Agency, and other state agencies.

Special consultants from the Texas Education Agency provided leadership for the six Administrator's Buzz Sessions. Current topics, such as "Effective Planning for the Small School", "Special Transportation for Exceptional Children", and "First Annual Progress Report on the Establishment and Organization of Education Service Centers", stimulated interest and discussion. In addition, one Buzz Session was devoted to a discussion of the "Report of the Governor's Committee on Public School Education."

Registration statistics reveal several interesting characteristics about the 508 participants at the 1968 Workshop: for instance, men numbered 162 while the women numbered 346. These and other characteristics must be carefully considered during future planning stages so that interesting, informative sessions will be made available for all participants.

For example, this chart gives the percent of attendance by position:

PERCENT OF WORKSHOP ATTENDANCE BY POSITIONS

Teachers	68%
Administrators (Supt's, principals, assistants)	21%
Miscellaneous (Nurses, teacher aides, etc.)	11%

The following table shows the percent of participants attending for the first time:

YEAR	ATTENDANCE	ATTENDING FOR 1ST TIME	PERCENT
1968	508	160	33%
1967	531	157	30%

The benefit that the participants receive from the Summer Workshop is evidenced by the number of those who return year after year. The following chart indicates the percent of participants at the 1968 Workshop and the number of years attended.

PERCENT OF ATTENDANCE BY NUMBER OF YEARS

1 year	33%
2 years	25%
3 - 4 years	21%
5 - 6 years	13%
7 - 8 years	5%
9 years	3%

The continuing popularity and value of the Workshop is shown by the 111 non-Project teachers participating in 1968.

Each year an evaluation of the Workshop is made so that areas of strength and weakness may be determined. The 1968 evaluation team made several valuable suggestions based upon participants' comments.

1. Group leaders should have more field trips to visit demonstration classes, libraries, etc.
2. Less time should be used for general sessions to increase the time spent in interest groups.
3. No free time should be scheduled so that the Workshop would be shorter.
4. There should be more communication between participants and group leaders prior to the Workshop.
5. The valuable pre-planning sessions for group leaders should be continued.

SEMINARS FOR TALENTED YOUTH

Overview

The Texas Small Schools Project has long recognized the inability of most small school and community environments to provide challenging, enrichment experiences for their most able and talented youth. Consequently, in 1963, regional seminar programs were established so that these students, meeting periodically with small groups of their peers, would be provided with the means to acquire stimulating ideas and experiences commensurate with their abilities. To this end, the guidelines of the Talented Youth Seminar program state the following objectives:

a. To provide intellectual stimulation and challenge resulting from discussions and debate with intellectual peers;

b. To orient students into methods of purposeful critical thinking, inquiry, and discussion.

Organization

Planning for the organization of a regional seminar program involves school superintendents, representatives from a local, cooperating college, and a staff member of the Texas Small Schools Project. In almost every instance the seminar programs are conducted on the college campus by a selected faculty member referred to as the college coordinator.

Junior and senior students are selected on the basis of ability, achievement, and faculty recommendations. Each program may range from fifteen to twenty-five students with the optimum number being toward the lower end of the scale.

The predominate seminar activity is a round-table discussion of a problem-centered topic generally chosen by the students themselves. Outside resource persons are frequently utilized, and many times the students do background research prior to the discussion. Field trips, on or off campus, are often included.

A highly recommended, but often neglected, feature of the program is that of "feedback" into the sending schools. This involves the use of seminar students in disseminating information gained through the seminar to assemblies, classes, or other groups within their own schools.

From the original five groups established in 1963, the program increased to eight during the 1967-68 school year. Cooperating colleges include: Sam Houston State College, Henderson County Junior College, Paris Junior College, Hill Junior College, North Texas State University, Howard County Junior College, Howard Payne College, and South Plains College. These institutions contribute the services of a seminar coordinator, resource personnel, and the necessary facilities. With the realignment of the boundaries of the Small Schools Project during the 1968-69 school year, it is expected that the number of regional seminar programs will increase substantially.

For the third consecutive year, the Project has conducted a special weeklong summer seminar during the annual Small Schools Summer Workshop in Austin. Fifteen outstanding students, selected from the different regional seminars, spent the week discussing various problem-centered topics, visiting such points as the library, the drama department, and the computer assisted instruction center on the University of Texas campus, and exchanging ideas with a panel of foreign university students.

Evaluation

The merit of the seminar program may be evaluated both directly and indirectly. Students are asked to write unsigned, evaluative comments on each session. Further, teachers and administrators are able to observe behavior changes in the participants. Often they recognize changes in levels of aspiration, a broadening of interest spans, and a willingness to accept or tolerate the ideas,

feelings, and opinions of others.

In general, seminars which appear to be the most successful are those in which the group remains small and consistent, is involved in the planning, and feels the greatest freedom toward individual participation.

Current modes of evaluation are decidedly of a short term nature. The long range effects of the program are much more difficult to assess.

HEALTH CAREER DAYS

Information of available careers in the health care field is presented to Small Schools Project students through a program organized and administered by the Health Careers Program of the Texas Hospital Association with the cooperation of the Small Schools Project.

Two programs are designed especially for students in small schools. Financed by the Health Careers Program, and therefore available to the schools at no cost, the programs are:

1. Health Careers Assembly -- held in the school;
2. Maxi Health Careers Day -- held at a centralized medical facility.

Since February, 1967, when the program was initiated, Health Career Days have been conducted in nine large cities and have involved a total of 4,075 students from Project schools.

THE STUDENT TESTING PROGRAM

In order that schools might have some academic basis for comparison of their students with others throughout the state and nation, an unified testing program has been in operation since 1963. All schools are urged to administer Science Research Associates mental ability and achievement tests in grade seven and achievement tests only in grades nine and eleven. Partial reimbursement is made for the cost of the tests in grades seven and nine since they are already a part of the State Testing Program. The profiled results of these achievement tests administered in the fall of 1967 are in the appendix of this publication. These figures represent approximately 60% participation in the testing program by Project Schools.

ORGANIZATION AND STAFF OF PROJECT SCHOOLS

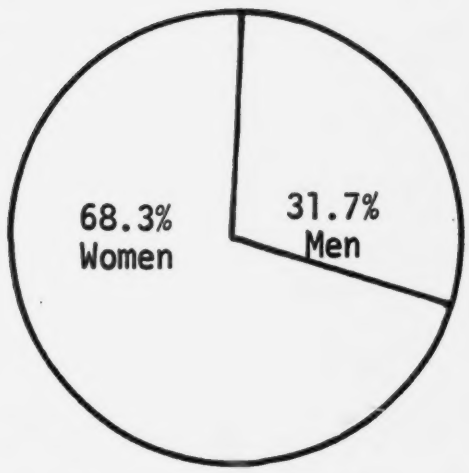
Organization

The 123 member schools express individual freedom in the organizational pattern adopted by the local school board.

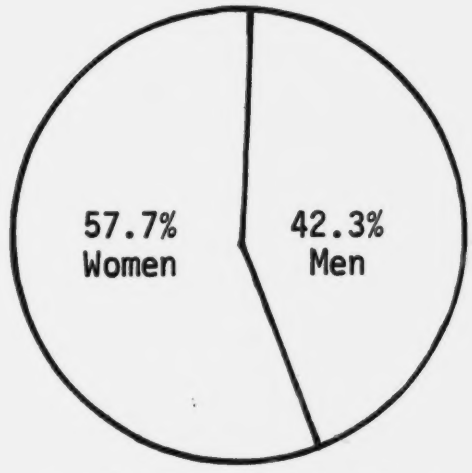
The most commonly used pattern, the 6-6, is in use in 55 schools, while 52 schools use the 8-4 pattern. There are six other patterns used by the 16 remaining schools including two 8-0 patterns.

Staff

Member schools are staffed by 1965 administrators and teachers (discounting cooperative personnel.) Of these, 855 are men while 1110 are women. The percentage of men in small schools is higher than the state wide average. These graphs indicate the difference:



All Texas Schools



Small Schools Project

The professional educational levels of the 1965 teachers indicated no significant change from the 1967 figures:

Degree	Number	Percent of Total
Ph. D	1	.05
Master	674	34
Bachelor	1194	61
None	96	5

Shared Personnel

Shared Personnel function in an important capacity in small schools. Often serving more than one school, and most often on a county cooperative basis, the services of shared personnel are frequently financed by state and federal funds.

County Co-operative Services	Number of Schools
Counselors	37
Supervisors	15
Nurses	48
Physicians	1
Librarians	27
Itinerant teachers	11
Visiting teachers	7

Inter-school Shared Services	Number of Schools
Librarians	4
Music teachers	3
Remedial reading teachers	8
Vocational agriculture teachers	3
Vocational homemaking teachers	3

Teacher Aides

Teacher aides play a valuable role in many small schools. Paraprofessional in nature, they perform a variety of non-teaching tasks to relieve teachers from routine, time-consuming duties. Reports indicate that 65 schools employed a total of 141 teacher aides in 1968 as compared with the 106 aides employed by 58 schools in 1967.

The increasing recognition of the value of teacher aides is not limited to the Small Schools Project, however. This program has been gaining statewide acceptance, and Small Schools Project members are justifiably proud to know that the Small Schools Project was one of the first proponents of the program, having initially sponsored it in 1960.

INSTRUCTIONAL ACTIVITIES

To help overcome inherent difficulties in the instructional program, small schools are encouraged to experiment with various methods and techniques which seem particularly applicable to their setting. Such activities include multiple classes, supervised correspondence courses, nongraded elementary classes, flexible scheduling, team teaching, team learning, and student science demonstrators.

Multiple Classes

Multiple classes, whereby two or more subjects, or two or more levels of the same subject, are taught simultaneously by one teacher, continue to be the most widely employed experimental activity; 57 schools report the use of a total of 164 multiple classes. Elementary grade levels are combined in pairs, and at the secondary level, combinations within the business education and mathematics areas predominate, although efforts are made to involve nearly all subject areas. Adjoining or glass-partitioned classrooms, tape recorders, dictaphones, and programmed instructional materials help to heighten the effectiveness of the multiple class situation.

Supervised Correspondence Courses

To aid in alleviating the shortage in course offerings and to provide further enrichment, schools are encouraged to allow students to take correspondence courses under teacher supervision; 36 schools reported a total of 126 students involved in this program. The majority of the courses were taken through the American School, followed at some distance by Texas Technological College, the University of Texas, and the University of Nebraska. Seven schools indicated that their students have been previously involved in this program.

Nongraded Elementary Classes

Nongraded elementary instructional programs registered a slight increase over the previous year. Information is rather limited as to the extent of their individual programs, but 11 schools

reported experimentation in nongraded reading and/or mathematics. One school even experimented with a modified team teaching, nongraded approach in language arts for grades six through eight.

Flexible Scheduling

Flexible scheduling was reported by only seven schools in 1968 as compared to ten in 1967. The most common type of flexible scheduling is a five period day composed of 70 minute periods with one floating period. Some schools employ interchangeable or alternating schedules. Such scheduling allows more time for individual classes, rotation of classes in order to meet at optimum learning times of the day, and experimentation with various programs designed to fit the needs of the school.

Team Teaching

Team teaching in the Small Schools Project represents a cooperative effort between two or more teachers to fuse subject areas whenever the subjects have items in common. Five schools indicated that they employ this technique.

Team Learning

Team learning, which involves the idea of students teaching themselves as they help others to learn, was reported by two schools.

Student Science Demonstrators

One successful technique employed by eight schools is that of using high school science students to present science laboratory demonstrations to elementary classes. This not only helps the elementary teachers, but also serves to develop the student demonstrator in many ways.

HISTORY AND ORGANIZATION OF THE SMALL SCHOOLS PROJECT

The concept of a program organized for the specific purpose of improving small schools is not confined to Texas. The Texas program, however, is unique in history and organization.

BACKGROUND AND HISTORY

In Texas during 1958-59 there were 650 small 12 grade schools with 500 or fewer students in average daily attendance: a total of 165,000 children. Aware that small schools do exist and will continue to exist, the State Board of Education took an initial step toward the improvement of these schools by appointing a temporary Advisory Commission on Small Schools to study the problem.

A year of investigation and study elapsed. The results proved that the particular problems faced by small schools in Texas are similar to those of small schools all over the nation.

The problems include:

1. Funds. Low valuation or excessive costs per pupil may result in inadequate services and facilities.

2. Facilities. Specialized spaces are expensive where funds and pupils are scarce.

3. Leadership. There is difficulty in attracting and keeping high quality leaders.

4. Teaching personnel. Teachers live constantly in the public eye, have multi-subject assignments, and find little to keep them in the small rural town.

5. Understanding. A lack of understanding may exist because of the provincial nature of some community leaders.

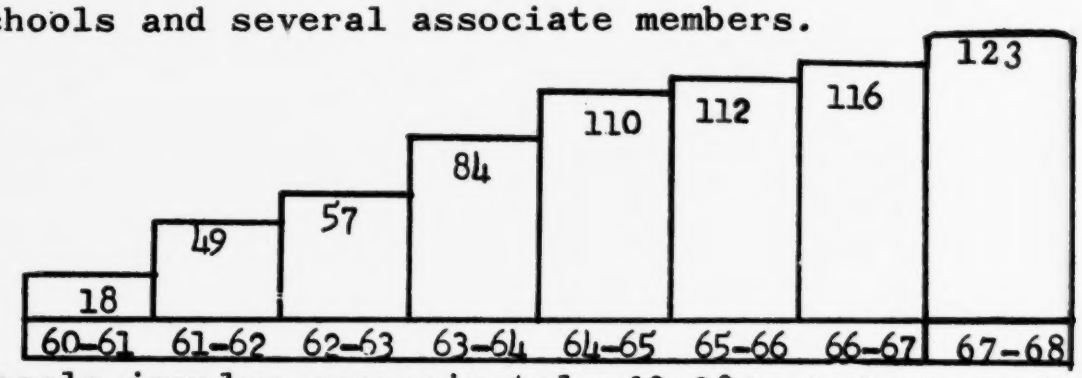
6. Isolation. The limited cultural resources within the small community and the distance from urban centers restrict the curriculum and support resistance to change.

The exploratory study was completed in June 1960. Realizing that students in small schools were entitled to educational opportunities comparable to those afforded their peers in other schools, an alliance was formed between the Texas Education Agency and the Texas Small Schools Association. The happy outgrowth of this alliance was the organization of the Texas Small Schools Project.

From among many applicants 18 small schools were selected to participate in a pilot project. These schools chose goals that, when implemented, would strengthen the program of the small schools in specific areas. These goals were:

1. Improving the quality of the instructional program;
2. Developing new methods and techniques of teaching;
3. Broadening course offerings;
4. Increasing professional competencies of administrators and staff.

During the ensuing years the Texas Small Schools Project has shown a steady increase in member schools. Currently participating are 123 member schools and several associate members.



These 123 schools involve approximately 30,284 students and 1,965 teachers and administrators.

REGIONAL ORGANIZATION AND REALIGNMENT

Since its inception, the Small Schools Project has operated through several regions composed of clusters of schools. This organizational pattern expedited the administration of the Project and provided the flexibility necessary for admittance of new schools or the creation of new regions.

With the establishment of the twenty Education Service Centers in 1967, it became apparent that the Centers would have a profound effect upon the entire Small Schools Project, and particularly the regional meetings.

One of the stated purposes of the Education Service Centers is to "encourage the development of educational manpower through both preservice and in-service education for school staffs." Because this objective was compatible to the Project's objective to "improve the professional competencies of administrators and staff", serious consideration was given to realigning the Small Schools regions to coincide with the Education Service Center regions.

During the 1968 Small Schools Summer Workshop, the Texas Small Schools Association and the Texas Education Agency decided to realign the fourteen Small Schools regions to coincide with the twenty Education Service Center regions.

As a result of this realignment, the Service Centers and the Small Schools regions cooperate to foster their mutual objectives. As

an example of this cooperative planning, Region XII-East planned a series of five meetings with consultants provided by the Education Service Center. This series of regional meetings provides in-service training on AAAS and ESS science. One of the meetings in Region VI was devoted to "Techniques of Identifying Learning Difficulties and Problems." Typical topics of study in Region XIII have been "Principles of Individualizing Instruction" and "Preparing Teacher Made Tests."

The realignment has not affected the Talented Youth Seminars as much as was anticipated. All eight seminars from 1967-68 continue to operate as in the past with only varying degrees of change in school membership. New seminar programs are functioning at Tyler Junior College, Region X Education Service Center, Hardin-Simmons University, and Blinn Junior College. However, several anticipated programs have failed to materialize.

As a result of the realignment, schools in Regions X, XI, and XIV are meeting together for the first time. Some schools, separated from members of their new regions by long distances, continue to meet with nearer districts even though they are in different Service Center regions. The schools in Regions II and XIX were left isolated, while the realignment had little or no effect on Regions V, VI, VIII, and XV. Three regions (VII, XII, and XVII) have subdivided into zones because of the distance problem and the relative locations of the schools.

It is felt that the Education Service Centers will continue to exert a strong influence on the Small Schools Project. The Ser-

vice Centers are anxious to become more involved in the regional meetings while teachers and administrators are receptive to their influence in the areas of curriculum, instructional media techniques, and the various other services which are available through the center.

SMALL SCHOOLS PROJECT STAFF

The Texas Small Schools Project is under the supervision of a director appointed by the Commissioner of Education. Traditionally, the Project director also serves as the executive secretary of the Texas Small Schools Association. It is notable that the Project has had only two directors -- the first having served from 1960-68.

The Texas Education Agency also provides two consultants to assist the participating schools in the areas of language arts and guidance. These staff members assist with planning, do research, visit member schools to observe Project activities in action, and consult with new or prospective members to determine the most appropriate methods of improving staff and program.

MEMBERSHIP REQUIREMENTS

To become a member of the Texas Small Schools Project, a school must meet the following requirements:

1. Have a total enrollment of fewer than 500 students in twelve grades.
2. Be fully accredited.
3. Be financially able to provide supplies and equipment necessary for Project activities.

4. Attend all Project-approved workshops and meetings.

5. Submit various required reports at specified times during the year.

6. Participate in the Science Research Associates testing program in grades 7, 9, and 11.

During its first year in the Project, a new school is expected to pursue the following activities:

1. Conduct a community survey to ascertain the educational needs of children and to identify available resources.

2. Initiate a complete self-evaluation of the school program.

3. Conduct a follow-up study on graduates and dropouts.

After identifying its needs, a school should consider means of program revision and participation in appropriate Project activities in such areas as staff utilization, instructional media, and curriculum organization.

AN APPRAISAL

Since evaluation is very often the basis for improvement, the Texas Small Schools Project continues to stress the importance of regular self-evaluation.

SELF-EVALUATIONS OF SCHOOLS

Because of size and location, special strengths and weaknesses are inherent in small schools. The paradoxical nature of these characteristics challenges professional educators who strive to improve schools and programs.

Small Schools Project Superintendents made year-end self-evaluations indicating strengths and weaknesses in terms of their individual schools and the goals of the project. A generalized statement of items in both areas follows.

STRENGTHS

Program:

1. The curriculum, current and revised on a continuing basis, includes:
   - Supervised correspondence courses;
   - Headstart;
   - Night classes.
2. Current practices and services:
   - Flexible scheduling;
   - Multiple classes;
   - Team teaching;
   - Programmed instruction;
   - Use of teacher aides;
   - Testing program;
   - Health Careers Days;
   - Education Service Center services;
   - Use of instructional media.

Students:

1. Excellent attendance.
2. Care for individuals:
   - Individualized instruction;
   - Help with emotional and social problems;
   - Special help for underachievers;
   - Smooth integration;
   - Good discipline.
3. Effective student body organization.
4. Seminars for Talented Youth.

Staff:

1. Continuing teacher improvement:
   - Summer Workshop;
   - Shared services;
   - Visitation in other schools;
   - Regional meetings and Education Service Center services;
   - Professional library;
   - Good organization of work through long and short range goals.

Community: 1. Good rapport between school and community:

- Use of school facilities by the community;
- Awareness of school's needs by the community;
- Use of resource people from the community.

WEAKNESSES
(as indicated by the Superintendents)

Program: 1. Limited curriculum.

2. Need for:

- Resource people, field trips, cultural experiences;
- More teacher aides;
- Challenge for the gifted;
- Revision of curriculum guides;
- Medical aid.

Students: 1. High cost of per pupil instruction.

Staff: 1. High rate of teacher turnover.

2. Lack of recent college work.

3. Need:

- To adjust individualized instruction;
- To understand student's culture;
- More planning;
- To correlate media with instruction;
- More effective counseling of students;
- More effective communication with patrons;
- More interest in in-service;
- Better advertised and organized regional meetings.

Facilities and equipment:

1. Need more and better facilities and equipment.

FUTURE PLANS AND RECOMMENDATIONS

The Small Schools Project superintendents include in their

year-end evaluation aims for the coming year.

Superintendents have finalized plans in these areas for 1968-69:

Program: 1. Improve or expand the programs in progress:

- Utilization of the materials center;
- Multiple classes;
- Remedial reading classes;
- Guidance program;
- Follow-up of dropouts;
- Vocational courses;
- Laboratory activities;
- Physical education program;
- Emphasis on research and use of the library.

2. Continue or initiate;

- Supervised correspondence courses;
- Flexible scheduling;
- Programmed instruction;
- Use of resources of the community.

Students: 1. Initiate a program in the school similar to the Talented Youth Seminars to discuss everyday problems.

Staff: 1. Encourage better planning.

2. Broaden and utilize in-service sessions.

3. Intensify and utilize self-evaluations.

Facilities and equipment:

1. Construct needed new facilities.

2. Improve existing facilities.

3. Purchase instructional equipment.

Community: 1. Work for better rapport with the community.

To facilitate the accomplishment of goals, superintendents made suggestions for the Texas Small Schools Project on a statewide

basis. These recommendations include:

1. Plan for better coordination of effort and an effective organization of regional meetings for a more efficient use of time.

2. Help maintain a vigorous professional image of school personnel.

3. Promote more effective communication between schools on a regional level and with the Small Schools Project staff.

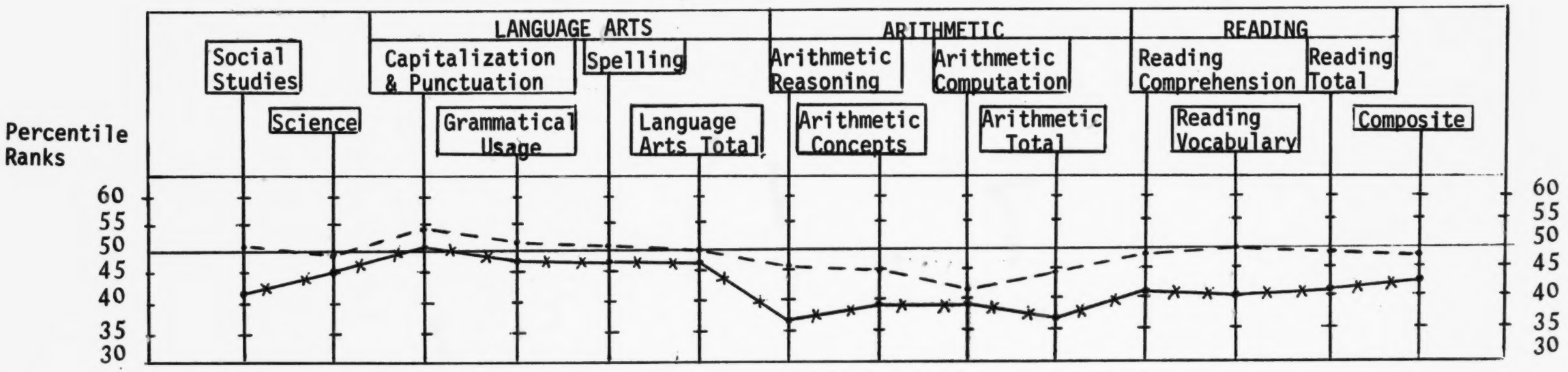
4. Recruit more member schools.

CONCLUSION

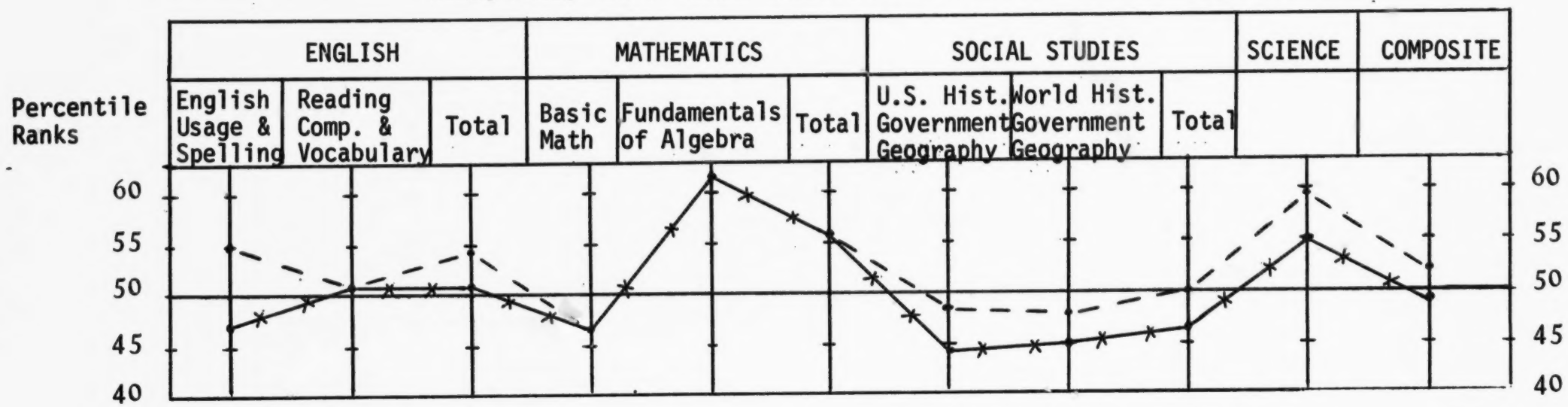
The Texas Small Schools Project has served as a major source of successful practices, innovative ideas, and in-service training for small school personnel during its eight years of existence. Its success has been due largely to the efforts and enthusiasm of the teachers and administrators of the member schools.

However, much remains to be done to meet the goals outlined in 1960. Serious consideration should be given to conducting more in-depth experiments to develop new methods and techniques of teaching which apply to the small school. Other areas of concern are curriculums which reflect student needs, and an involvement of the community in the school improvement program. By focusing upon identified strengths and minimizing weaknesses through co-operative efforts, shared ideas, and progressive thinking, the members of the Texas Small Schools Project shall continue to provide the best education possible for their boys and girls.

COMPARISON BETWEEN 70 PROJECT SCHOOLS AND THE TEXAS STATE TESTING PROGRAM SCHOOLS ON THE SRA ACHIEVEMENT SERIES, MULTI-LEVEL EDITION, GRADE SEVEN, FALL, 1967. NORMS BASED ON FALL, 1963 NATIONAL STANDARDIZATION.*

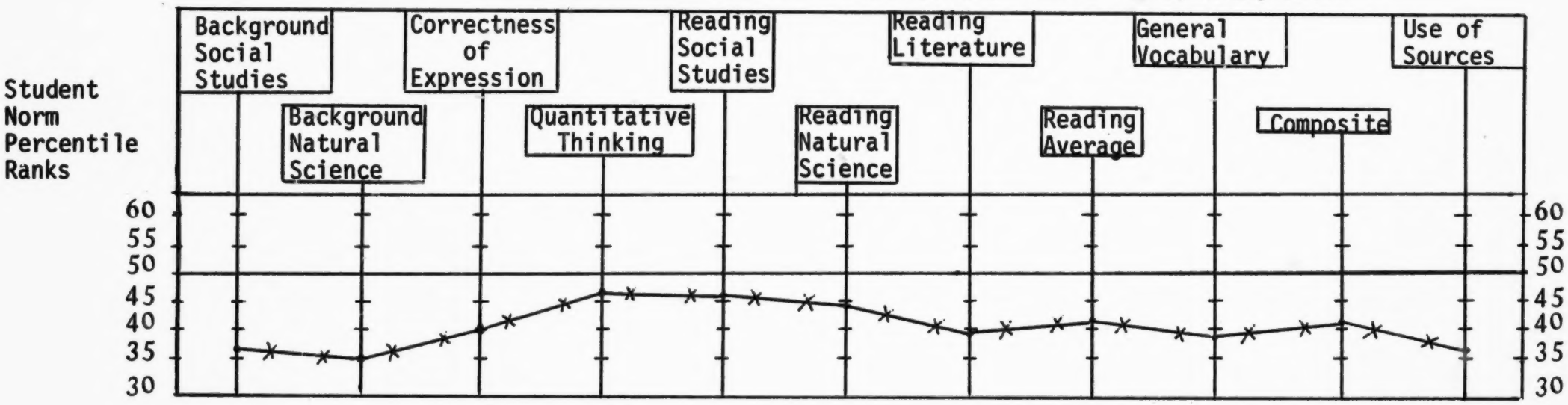


COMPARISON BETWEEN 50 PROJECT SCHOOLS AND THE TEXAS STATE TESTING PROGRAM SCHOOLS ON THE BASIC ACHIEVEMENT TESTS OF THE SRA TEACH BATTERY, GRADE NINE, FALL, 1967. NORMS BASED ON FALL 1962 NATIONAL STANDARDIZATION. *



*Profile for the State Testing Program schools is for the fall of 1966. The 1967 profile is not available at this time.

COMPARISON OF 70 PROJECT SCHOOLS WITH THE SEPTEMBER 1962 NATIONAL STANDARDIZATION GROUP ON THE IOWA TEST OF EDUCATIONAL DEVELOPMENT, GRADE ELEVEN, FALL, 1967.



Project Schools

National Mean (50th percentile)

(No test results available on other Texas schools)